

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

- Coloured covers/
Couverture de couleur
- Covers damaged/
Couverture endommagée
- Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée
- Cover title missing/
Le titre de couverture manque
- Coloured maps/
Cartes géographiques en couleur
- Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)
- Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur
- Bound with other material/
Relié avec d'autres documents
- Tight binding may cause shadows or distortion
along interior margin/
La reliure serrée peut causer de l'ombre ou de la
distorsion le long de la marge intérieure
- Blank leaves added during restoration may appear
within the text. Whenever possible, these have
been omitted from filming/
Il se peut que certaines pages blanches ajoutées
lors d'une restauration apparaissent dans le texte,
mais, lorsque cela était possible, ces pages n'ont
pas été filmées.
- Additional comments: /
Commentaires supplémentaires:

- Coloured pages/
Pages de couleur
- Pages damaged/
Pages endommagées
- Pages restored and/or laminated/
Pages restaurées et/ou pelliculées
- Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées
- Pages detached/
Pages détachées
- Showthrough/
Transparence
- Quality of print varies/
Qualité inégale de l'impression
- Continuous pagination/
Pagination continue
- Includes index(es)/
Comprend un (des) index
- Title on header taken from: /
Le titre de l'en-tête provient:
- Title page of issue/
Page de titre de la livraison
- Caption of issue/
Titre de départ de la livraison
- Masthead/
Générique (périodiques) de la livraison

This item is filmed at the reduction ratio checked below/
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X	14X	18X	22X	26X	30X
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12X	16X	20X	24X	28X	32X

THE
EDUCATIONAL RECORD

OF THE
PROVINCE OF QUEBEC.

No. 5.

MAY, 1890.

VOL. X.

Articles : Original and Selected.

APPLIED SCIENCE.*

It is not always that the Province of Quebec receives full credit for educational progress: but a perusal of the following report will show how far she is abreast of the times, in an age when the world is fully alive to the necessities of scientific teaching. At the last Convention of teachers in Montreal Professor Bovey read a paper on Manual Training, which lately appeared in the EDUCATIONAL RECORD, and as an evidence of his enthusiastic labours in behalf of the practical in education, we have much pleasure in publishing his report at the Convocation as a supplement to what has already appeared from his pen in our pages. From the foundation of the Faculty, he says, it has been felt that a training which did not include laboratory and workshop practice was necessarily incomplete, but for many years we have been obliged to be content with the practical work which the students were able to do in the summer months. Although the University may well be pleased with the success already attained by its graduates in Applied Science, it is with no small gratification that it can now look forward to the development rendered possible by recent splendid benefactions, which will enable the student of the future to enter upon his professional career with all the advantages offered by modern research and invention. We shall now be able to give those

* Professor Bovey's Report at the annual public meeting of Convocation of McGill University, for the purpose of conferring degrees.

facilities which the student has hitherto had to seek elsewhere, and he will find at home an institution which, in each and all the departments of Civil Engineering, Mining Engineering, Mechanical Engineering, Electrical Engineering and Practical Chemistry, will rank, in point of size and equipment, with the foremost of the kind in Europe or America.

In the autumn of 1889 the public received the news of the late Mr. Workman's bequest of \$120,000, to found a department of Mechanical Engineering, and to provide the necessary workshops. The stimulus given by this announcement influenced many of our citizens, who are directly or indirectly connected with the industrial arts and trades, still further, to aid in extending the work of the Faculty. Numerous subscriptions, an interim list of which is appended, have been received, amounting approximately to upwards of \$25,000.

Within the last month another benefactor has come forward, and in addition to other noble gifts, Mr. McDonald has signified his wish to erect a technical building, containing thermodynamic, hydraulic and electrical laboratories, for testing the strength of materials; museum, library, lecture rooms and drawing rooms.

Work on the buildings is to be proceeded with at once, and it is expected that the workshops will be available during the coming winter. The students will then have the opportunity of assisting in the installation of the machinery and the adjustment of the shafting.

The workshops are to be a three-story building, covering an area of about 9,000 square feet. On the ground floor is to be the machine shop, containing lathes, drills, planer, milling machinery, etc., a special room being set apart for emery grinding. The first and second floors are to be devoted to wood-working, turning and pattern-making, and are to be furnished with speed-lathes, band and circular saws, etc., etc. At one end of the machine shop are the foundry and smithy, with cupola, furnaces, forges, etc. It is hoped also to add a laboratory equipped with stamps and other appliances for the crushing, dressing and amalgamation of ores, better provision for the assaying of which will probably soon be provided in connection with the chemical laboratory.

The whole of the machinery in the workshops will be driven by a compound engine, presented by Messrs. J. Laurie & Bro.

The time spent in the workshops will be from 400 to 600 hours, and the student will pass regularly from bench work to turning, pattern-making, forging, foundry work, and will finally enter the machine shop. The objects of this course are to

familiarize a student with the tools used in wood and metal working, to give him a practical knowledge of the nature of the materials with which he has to deal, and to teach him the most approved methods of constructing machinery.

The technical building is a structure of five stories, covering an area of about 9,600 square feet. Upon the ground floor are to be the following laboratories: (a) A *steam* laboratory, 60 x 32 feet, containing a triple compound experimental engine, with dynamometers, calorimeters, injectors, graduated tanks and all appliances necessary for the thorough investigation of the properties of steam; (b) a laboratory for testing the strength of materials, 60 x 32 feet, containing a 75 ton Emery Testing machine, presented by Mr. J. H. Burland, B.A.Sc., a graduate of the Faculty; also machines for testing the effect of torsion, repeated bending, etc.; (c) an hydraulic laboratory, in which experiments will be made on the flow of water through pipes and mouth pieces of various forms and sizes, also upon pipe friction, etc.; (d) a laboratory for tests upon cements; (e) an electrical laboratory, in which will be installed the dynamos. Here experiments will be conducted on dynamic electricity, and will form a special feature of the course in Electrical Engineering. Ample room will also be provided for storage batteries; (f) a laboratory of uniform temperature, containing a comparator, dividing engine and standard gauges. Additional laboratories of similar character are also provided on the first floor.

The second floor is to be occupied by lecture rooms, library, students' room, offices, etc. The third floor forms the Museum, in which will be placed valuable collections, illustrating mechanical principles. Through the further munificence of Mr. McDonald we already know that this museum will contain the most complete and valuable collection of models of mechanical movements on this continent. These are world-famed, as the Reuleaux Kinematic collection, and their value to the student, and also to the engineer, can hardly be over-estimated. In time we may hope to possess, through the kindness of other benefactors, models illustrating engineering structures, and also sectional models showing the construction of machinery.

The whole of the fourth floor is to be devoted to drawing. All the engineering students, civil, mining, mechanical and electrical, will be required to do work in the laboratories, in certain departments, under the supervision of the professors. The object is to enable the students to study experimentally the sources of energy, prime movers, and the strength of materials, and to carry on, with intelligence, original investigations.

In connection with the department of mathematics and mechanics, there is to be a laboratory of mechanics, in which the student in the early part of his course will make various kinds of experiments, *e.g.*, will measure small intervals of time, and determine the values of certain important dynamical constants. The science of exact measurement will afterwards be still more thoroughly investigated by the aid of micrometers, comparators and standard gauges.

A portion of the course in the department of experimental physics will be attended by all students. Special work, chiefly in the laboratories, will be done by such of the students as may desire to become electrical engineers. For this purpose, in addition to the laboratories in the Physical building, electrical research laboratories, and laboratories for testing dynamos, motors, accumulators, etc., are also to be provided in the Technical building.

The course in surveying is primarily designed to qualify the student for admission to the practice of Provincial and Dominion Land Surveying, and to afford a thoroughly practical as well as theoretical training in field engineering. The work embraces chain surveying, angular surveying, the use and adjustment of the engineer's transit and theodolite, levels, plane-table, and other field instruments, the methods of contour surveying and underground surveying, railway curves and setting out work, hydrographic surveying, the methods and instruments employed in geodetic surveys, and practical astronomy. The large drawing rooms are to be fitted with suitable mountings for the various surveying instruments for the prosecution of triangulation and other instrumental work. The construction and adjustment of each instrument is made a special study. Provision is made for a course of instruction in transit observations for time, in the astronomical observatory, and also for advanced courses in geodesy and practical astronomy, and for practice in the use of magnetic field instruments, in accordance with the course laid down for the examination for Dominion Land Surveyors. Investigation of the errors of graduated circles and absolute standards of length will be made in connection with the advanced work in geodesy.

As heretofore, courses of instruction are to be given in free-hand and model drawing, in the various departments of descriptive geometry, and its applications, as in map projection and problems relating to machine design.

Extensive changes are necessarily to be made in the several courses, which will be duly announced at the commencement of

the next session. Also, instead of charging a separate fee for tuition, matriculation, graduation, gymnasium and library, it has been decided to fix the uniform sum of \$100 per annum as the fee to be paid by all students, which sum will include the cost of the material and the care of the apparatus and the machinery in the laboratories and workshops.

It is not easy to put into words the gratitude which must be felt towards those who have made such enlargement possible, by all who have the interest of the University at heart. We can only hope to show it, by the endeavor to put such noble gifts to the highest use. I may perhaps be pardoned for here expressing my great personal gratification, that the development of the Faculty, which I so earnestly desired and advocated at the Convocation last year, has met with so complete a realization.

Editorial Notes and Comments.

A query has come from the Boston Home College, asking us to give the five chief qualifications of a young teacher. To answer such a question involves the most important thesis in pedagogics—a thesis which our educationists from the days of Roger Ascham have been striving to round off, not only by setting forth what a teacher ought to be, but by giving prominence—a seeming fretful prominence sometimes—to what he ought not to be. The enquiry as to what a young teacher ought to be may, however, receive a narrower categorical answer,—one concise enough for the purpose required, by making a cursory examination of the effects he is expected to produce as an efficient functionary (1) through himself, (2) on the pupil, (3) by class-work (4) within, on the school-room, and (5) without, on the community. It is needless to say that these five elements are to be found in every teacher's experience, and in order to fulfil his professional functions he must necessarily have the qualifications which can successfully direct his energies upon the environment which these elements make up.

1. The function of the teacher is to educate, which means not merely to lead out but to train up. To train up a child is to get him to take charge of himself. The young man or woman who can map out the after-environment may be said to have had the proper training in early life; and, outside of nature, such a training can only be understood or properly put into practice by the teacher who has taken charge of himself. In a word, the skilful teacher must be possessed of a will-power that has been

exercised until it feels its own grip; he must be just, decisive, and discreet—with a judgment balanced on the keen sense of duty, with an easy sway over others that can dare to think well of friction, as a rectifying agency.

2. The function of the teacher is to teach as well as to train. Over-training is a mere ignoramous-gloss, and is as pernicious as over-teaching, which promotes mental dyspepsia. And as no teacher can train who has not been properly trained by man or nature, so no teacher can teach what he does not thoroughly understand. No teacher can be over-educated. His final professional examination is but his entrance examination to continual study. Increasing knowledge can alone detect the ignorance that lurks in the minds of young and old. In a word the teacher should have the habits of the scholar if he would give them to his pupils.

3. The function of the teacher is to reach the individual through the many—the pupil through the class. The class is the medium through which the mental energy of the teacher is directed so as to realize the maximum results. Hence the teacher must not only be a rightly-trained man but he must be a well-trained teacher—the skilled artisan with the tendency of the artist fully awakened in him. He ought to be able “to talk shop” and to do it well when the proper opportunity occurs.

4. The function of the teacher is to govern his school—not merely to rule his pupils. The school-room is his realm, the pupils his subjects, the sympathy of numbers his sceptre. Hence he must be possessed of the sweetness of character that claims affection, as well as the dignity of bearing which demands loyalty. The order he seeks to secure must be the order that comes from necessity, not that which is enforced by espionage. The king who thinks to be a policeman in his own person may degenerate into a mischief-maker; and the teacher who would govern as a king among his pupils must be possessed of the generosity which detects as easily as the craft that betrays.

5. The function of the teacher is to be an example to others. The man who is nothing but a teacher, or a lawyer, or a doctor, is a man of no account in the community. Hence the true teacher does not hide himself away from the parent or from his fellow-men. He is a citizen, an active citizen. Though neutral, perhaps, in politics, yet he should be willing to join in any movement that will further the interests of the town or village in which his lot has been cast—qualified as far as possible to be a leader among men, as far as intelligence goes.

—In addition to what was said last month in regard to the

June Examinations, we would again press upon the teachers of our superior schools the necessity of a careful study of all the regulations which refer to the routine of these examinations. The examination begins on Monday the 2nd of June, and outside of the examination of Grade III., ends on Thursday morning. The papers for Grade III. are to be returned to Prof. Chandler at the end of each day, while the papers of the other Grades are to be mailed or expressed to the Department of Public Instruction, not later than Thursday afternoon. We hope that everything will be satisfactory to all parties concerned.

Current Events.

Sir William Dawson has been able to make a splendid report of progress this year in connection with the University which he has done so much for. His remarks at the late convocation were mostly statistical, and deserve to be preserved. The past session of this University, as he said, has in many important respects been one of unexampled growth and prosperity. The total number of students in McGill College has been nearly 700, besides 38 in affiliated colleges in arts and 86 teachers in training. We have added a new and prosperous Faculty, that of Comparative Medicine and Veterinary Science, and have received the Stanstead Wesleyan College into affiliation with the University. The liberal benefactions given to the University have already been referred to. In all, the John Frothingham Principal Fund, the Thomas Workman endowment for the Department of Mechanical Engineering, and the great gifts of Mr. W. C. McDonald to the Faculties of Applied Science, of Law and of Arts, will reach the handsome sum of about half a million of dollars, applicable directly to the maintenance and extension of the work of the University. It is true that these donations affect principally two of our Professional Faculties and the scientific work of the Faculty of Arts. I do not regret this, for these Faculties and Departments are eminently in need of endowments. The endowment of our Faculty of Law I regard as one of the best guarantees that the English population of this Province will continue to enjoy a fair share of influence in the Judiciary, the Legislature and the Bar, and the endowment of our Faculty of Applied Science will raise it to a level with the best science schools abroad. While some persons entertain the absurd idea that professional qualifications can be raised by erecting an arbitrary standard of examination, Mr. McDonald's and Mr.

Workman's endowments proceed on the sound principle that this can be done only by providing a thorough educational foundation. But it must not be forgotten that these great and liberal benefactions leave other parts of our work relatively behind. The Literary, Philosophical and Mathematical Departments, both for men and for women, and which are really fundamental in their importance, should now have their turn, and large additions are desirable in matters relating to the comfort and health of students, such as the Gymnasium and Dining Hall, rooms for societies and a Convocation Room and enlarged Library. The additional half million which we hope to receive from our friends in the present year should be devoted to these and kindred purposes, and will place us in a position in which we shall be able to say that we are as well and as thoroughly equipped as any university requires to be in the present condition of the Dominion. The actual work of the University in the past session is best to be measured by the graduates it has sent out. Of these 56 are in medicine; 40 in veterinary science; 45 in arts; 14 in applied science, and 7 in law. Deducting higher degrees, and the degrees given to veterinary students of previous years under the new regulations, the number of new graduates to be credited to the past session reaches to 130—a larger number than we have ever previously graduated, and, we may safely hold, in connection with the growing facilities offered here for higher education, better trained than any previous graduating class. The sending forth into active life of so many highly educated minds may surely be held to be a great and honorable work, in which both we and the friends of education throughout the Dominion may congratulate ourselves and express our thankfulness to the Author of all good that we have been able to do so much, while hoping in the near future to achieve still greater results.

—The fifth regular meeting of the McGill Normal School Teachers' Association took place in the hall of the building, Friday evening, April 18th, at 8 o'clock. Dr. Kneeland presided and commenced the meeting by prayer. After the adoption of the minutes and transaction of business, the musical part of the programme was ably carried out, as follows: A song, "The Better Land," Miss Cameron; piano solo, Miss Swann; instrumental duett, Misses Taylor. In a few remarks the President introduced Dr. Wesley Mills, who delivered an enthusiastic lecture on "My Educational Creed To-day," in which he condemned the present system of education as not being sufficiently practical. He strongly advocated teachers to cultivate the moral

character and the power of observation in their pupils. At the close of the address Prof. Parmelee thanked Dr. Mills for his many valuable suggestions.

—In connection with vacancies in our schools, the editors of the EDUCATIONAL RECORD will be glad to hear from both Teachers and Commissioners. Several communications have already been received, showing that some of our School Commissioners are determined to make their arrangements for the coming year at the most convenient season—namely, at the beginning of the holidays, and not in the month of August.

—As the time approaches for the Examination for Teachers' Diplomas, it may be well for candidates to know that a Manual of School Regulations, with an excellent historical compendium as an introductory chapter, has been issued by the Messrs. Dawson Bros., Montreal. This little book will be found to be of the greatest service to those preparing for their examination. The compiler of the manual is the Rev. E. I. Rexford, B.A.

—The sub-committee of the Protestant Committee of the Council of Public Instruction has prepared a report on the elementary schools of the province, which will be found in the minutes of the Protestant Committee for this month. The relationship between the Protestant Committee and our elementary schools has not been in the past as close as it ought to be. To improve elementary education in the province, however, requires two things—an increase in the subsidy for education, and the utilizing of our Normal School to prepare trained teachers for all our elementary schools. Without these as initial stages, the efforts of the Protestant Committee will have but little effect in increasing the efficiency of our elementary schools.

Literature, Historical Notes, etc.

BISHOP'S COLLEGE, LENNOXVILLE.

In 1839 the Rt. Rev. G. J. Mountain, the third Bishop of Quebec, had written to the Society for the Propagation of the Gospel, that "it had long been his ardent wish and prayer to establish a college." In the same year this venerable society voted £200 a year towards the maintenance of divinity students. The recipients of this help were placed at Three Rivers, P.Q., under the charge of the Rector, the Rev. S. S. Wood, M.A., of Corpus Christi College, Cambridge. The Bishop, writing again to the society in April, 1841, informing them of the completion

of the arrangements as regards the students who were under Mr. Wood's care, says, "I have thus paved the way, I hope, for the establishment of that institution,—I shall be thankful if I can say *t'ut college*,—the rough project of which I communicated to you in November last."

Curiously enough, the Rectory at Three Rivers was part of a former monastery, the chapel of which had become the parish church, and while arrangements to establish a college at Three Rivers were pending, the Rev. Francis Doolittle, Rector of Lennoxville and Sherbrooke, came forward on behalf of himself and several residents of the neighborhood, with the offer of large contributions of money and land if the site of the college were fixed at Lennoxville. The site at Three Rivers had been chosen with a view to a purely theological institution; but the consideration which decided the choice of Lennoxville, was that this was in the midst of the Eastern Townships, the headquarters of the English-speaking people of Lower Canada. Many English families were at that time settling in this section, and there were many settlers from amongst United Empire Loyalists, from whose families might be expected students. Mr. Wood was the first Principal designate of the college, and while the theological students still remained with him, a preparatory school was opened at Lennoxville in 1842, under the charge of Mr. Edward Chapman, B.A., of Caius College, Cambridge.

In 1843 the bounty of the S. P. G. encouraged the local friends of the proposed institution to renew their labors, and after Bishop Mountain's return from his memorable expedition to the North-West, the corner stone of the college was laid on September 18th, 1844. Mr. Wood, much to the Bishop's regret, relinquished the idea of taking charge of the college, and the first Principal was found in the person of the Rev. Jasper Nicolls, of Queen's College, Oxford, who, with characteristic disinterestedness, accepted the post at a salary of £100 a year. This small salary was soon trebled in consequence of a munificent gift from Mr. Harrold, who gave the Bishop £6,000 towards carrying on the work nearest to his heart. In 1845, while the buildings were still incomplete, the Principal opened a college in part of a building, the rest of which was occupied by a store. There were inconveniences and privations endured which were taken as part of the training for missionary work. Amongst the early alumni of the college may be named the Ven. Archdeacon Roe, the Rev. Canon Robinson and T. A. Youngde. Lieut.-Col. Forsyth, of Quebec, was one of the earliest of Mr. Chapman's pupils in the school, and on January 7th, 1890, as

President of the Alma Mater Society, took the chair at the annual dinner of the society in Quebec. At the end of five years the Bishop reports that 34 students had been admitted to Bishop's College since its opening in 1845, of whom 18 had been ordained. The life of Bishop Mountain by his son, the Rev. Armine Mountain, is full of references to visits by the Bishop to his favorite child, for such it is no exaggeration to describe the institution. His portrait adorns the College hall, and it was as a memorial to him that the enlargement of the chapel was projected. The Mountain Jubilee Scholarship was founded in memory of the 50th anniversary of his ordination in 1812. This was celebrated in 1862, and in 1863 the founder of Bishop's College passed away, and was succeeded in his episcopal functions by the Rev. J. W. Williams, who had then been for six years Rector of Bishop's College School.

The college remained under the direction of its first Principal, Dr. Nicolls, for 32 years. From 1845 to 1877 the Institution had the great privilege of his saintly example, thorough teaching, impartial and kindly rule. Many are the heartfelt testimonies to his excellence, and to many now working in the Canadian Church his character has been the ideal of goodness, as well as the memory that has kindled their loving and earnest devotion. The extension of the chapel eastwards, with its beautiful chancel, begun by Dr. Nicolls and others as a memorial of Bishop Mountain, was completed as a memorial to himself, and in this especially, the eastern window, one of the most suggestively beautiful of church windows in Canada, comprising as it does three lights, ten of the phrases in the two obsecrations of the Litany. We have in order the Annunciation conveying the mystery of the Holy Incarnation, the Nativity, the Baptism, then the Agony, the Cross and the Burial, then the Resurrection and Ascension, and the coming of the Holy Ghost. The contemplation of these sacred mysteries uplifts us into harmony with the saints of olden and of later times, and our Church still produces saints. Such were Bishop Mountain and Dr. Nicolls, and may their memory ever be kept in undying honor, and their example ever be increasingly followed in the college they each, in his own way, helped to create! The portrait of Dr. Nicolls hangs in the College hall. If Bishop Mountain is the founder of Bishop's College it is to Mr. Doolittle (a truly *lucus a non lucendo* name, for he was a most energetic and devoted man) that we owe the fact that the college found its *locale* at Lennoxville. His portrait, with two of the Chancellors, the Hon. E. Hale and the Hon. Justice McCord, also hang in

the College hall. Others who have held the office of Chancellor have been the Hon. W. Walker, the Hon. Edward Bowen, the Hon. G. Irvine and the present holder, R. W. Heneker, Esq., who was elected in 1878. Dr. Nicolls was succeeded by the Rev. J. A. Lobley, a late Fellow of Trinity College, Cambridge, who for four years had been Principal of the Montreal Diocesan Theological College, under Bishop Oxenden. Dr. Lobley presided over the College for eight years with marked ability. The impress of his character has been left upon the Institution as an imperishable memory. He was conspicuously disinterested and devoted, and during his tenure of office declined the higher emolument and the enviable position of the Provostship of Trinity College, Toronto. During the last two years of his residence, he undertook, in addition to his work in the college, the rectorship of the school, and thus began a union of directorship that has since been maintained, and though it is a complex strain on the holder of the office, yet in harmony of policy and organization it is perhaps the best arrangement for a college and school situated so close together as those at Lennoxville are. During the time of Dr. Lobley considerable efforts were made to place the finances of the Institution on a more satisfactory basis, and the result was the endowment of the Harrold Professorship of Divinity, and the partial endowment of the Principalship. The energy of Professor Roe (now Archdeacon of Quebec), and the generosity of R. Hamilton, Esq., of Quebec, were two of the chief factors in this solid development of the resources of the college. The college has suffered from fire, especially on one occasion about thirteen years ago, when the main building and library were burnt. The chapel and the lodge alone escaped. The school had been burnt at an earlier period. These fires have been great drawbacks for lengthened periods after they had occurred. The government of the Institution is entirely under the Church of England in the Province of Quebec, through her Bishops and Synods. The Diocese of Montreal being in every way by the constitution as fully represented on the governing body as the Diocese of Quebec, the college authorities report equally to both Synods. Formerly, Bishop Fulford was, as Metropolitan, the President of the College Corporation, and exerted much influence on her behalf. At present the Bishop of Quebec is the President, and is as constant in attendance and as watchful of the college interests as was his venerated predecessor the founder of the college.

After eight years of honorable and arduous work, Dr. Lobley resigned his dual position, and was succeeded in it by the Rev.

Thomas Adams, M.A., of St. John's College, Cambridge; a Wrangler in 1873, a year in the Cambridge Mathematical Tripos, somewhat rich in educationalists. The 2nd Wrangler (Nanson) is Professor of Mathematics in Melbourne University, the 3rd (Gurney) is Professor of Mathematics in Sydney University, the 5th (Garnett) is Principal of the Newcastle College of Science, the 7th (Hicks) is Principal of Firth College, Sheffield, the 12th (Bovey) is Dean of the Applied Science Faculty in McGill; and though the emoluments of the above may be greater, not one of the above positions excels that of the headship of the Institution at Lennoxville, in its capacity for service to the Church or to the Empire.

Practical Hints and Examination Papers.

In view of the resolution passed at the Teachers' Convention asking for information in regard to the manner of awarding the grants to the various schools under the supervision of the Protestant Committee, it may be pointed out that the grand total of marks made by each school leads to the original grading of the schools in order of merit. This grand total of marks is found by adding the marks made in all the grades by all the pupils. These marks for the academies are 40 for Grade II. Model School, 50 for Grade I. Academy, 75 for Grade II. Academy, and 100 for Grade III. Academy. In the case of Model Schools the marks are 50, 75, and 100 for the respective grades. But the original order of merit may be affected by the after examination of the columns which refer to the number of grades represented, the number enrolled for the year, the number presented for examination, the percentage of marks, the total general averages, the number who passed and the number who failed in each grade, in the aggregate and in the higher branches. The manner in which the calculations are made may be seen from the annexed form:—

Pupils present'd	Grades.	Total Marks.	Avg. Marks.	Per Cent.	General percent.
4	Grade II. Model.	889	222	50	61%
26	Grade I. Academy.	9,555	368	57	
16	Grade II. Academy.	13,455	841	89	
9	Grade III. Academy.	6,236	693	47	
55		30,135	2,124		

The totals divided by the number of pupils presented give the average marks, while the average marks reduced to the hundred form and divided by the number of subjects give the percentage for each grade.

PROTESTANT CENTRAL BOARD OF EXAMINERS.

MODEL SCHOOL DIPLOMA.

Latin

Examiner, - - THE VERY REV. DEAN NORMAN.

1. Translate the following passage : Quibus rebus cognitis quum ad has suspiciones certissimæ res accederent, quod per fines Sequanorum Helvetios traduxisset—quod obsides inter eos dandos curasset—quod ea omnia non modo injussu suo et civitatis, sed etiam inscientibus ipsis fecisset—quod a magistratu Æduorum accusaretur—satis esse causæ arbitratur, quare in eum aut ipse animadverteret, aut civitatem animadvertere juberet. His omnibus rebus unum repugnabat, quod Divitiaci fratris summum in populum Romanum studium, summam in se voluntatem, egregiam fidem, justitiam, temperantiam cognoverat : nam, ne ejus supplicio Divitiaci animus offenderet, verebatur. Itaque prius quam quidquam conaretur, Divitiacum ad se vocari jubet, et quotidianis interpretibus remotis per C. Valerium Procellum, principem Galliæ provinciæ, familiarem suum, cui summam omnium rerum fidem habebat, cum eo colloquitur.

2. Parse the following verbs : juberet, curasset, cognoverat, petit, verebatur, colloquitur, crevisset, queratur.

3. Translate into Latin : (1) All these differ from one another in language, institutions and laws ; (2) they burn villages to the number of four hundred, and private edifices.

4. Compare facile, multus, prope, ultrâ, vetus, pulcher ; decline the singular number of iter, dies, vis, civis ; and give the first person, perfect indicative, first future, also supine and pres. infin. of quæro, faveo, cupio, fio, disco, obliviscor.

Roman History.

(Answer any three of the following questions.)

1; Explain the expression "Agrarian Law." Mention those that occur in Roman History.

2. What different forms of government prevailed in Rome at different times ? Who were the most formidable enemies with whom the Romans had to contend ? Who were the best of the Roman emperors ?

3. In whose reign was Jerusalem finally taken and the Temple destroyed ? Had any Roman captured the city previously ? Mention the most important of the Roman provinces.

4. Explain the terms : patrician, plebeian, dictator, consul, censor, tribune, colony, emperor.

5. Where are the following cities : Saguntum, Tarentum, Capua, Zama, Philippi, Actium, and Messana.

ACADEMY DIPLOMA.

*Latin and Roman History.**Examiner,* - - REV. DEAN NORMAN.

1 and 2. Translate the following selections :

Divitiacus multis cum lacrimis Caesare complexus obsecrare coepit, ne quid gravius in fratrem statueret : Scire se illa esse vera, nec quemquam ex eo plus quam se doloris capere, propterea quod, quum ipse gratia plurimum domi atque in reliqua Gallia, ille minimum propter adolescentiam posset, per se crevisset ; quibus opibus ac nervis non solum ad minuendam gratiam, sed pæne ad perniciem suam uteretur ; sese tamen et amore fraterno et existimatione vulgi commoveri.

Cæsar loquendi finem facit, seque ad suos recipit, suisque imperavit ne quod omnino tela in hostes rejicerent. Nam etsi sine ullo periculo legionis delectæ cum equitatu proelium fore videbat, tamen committendum non putabat, ut pulsus hostibus dici posset eos ab se per fidem in colloquio circumventos. Posteaquam in vulgus militum clatus est, qua arrogantia in colloquio Ariovistus usus omni Gallia Romanis interdixisset, impetumque in nostros ejus equites fecissent, eaque res colloquium ut diremisset, multo major alacritas studiumque pugnandi majus exercitui injectum est.

3. Derive the following : inimicus, facultas, agmen, vectigal, anceps, cruciatus, redintegrare, impedimentum, auxilium, diurnus.

4. Translate the following selection from Virgil :

Quisquis es, haud, credo, invisus cœlestibus auras
 Vitalis carpis, Tyriam qui adveneris urbem.
 Perge modo, atque hinc te reginæ ad limina perfer.
 Natique tibi reduces socios classemque relatam
 Nuntio et in tutum versis aquilonibus actam,
 Ni frustra augurium vani docuere parentes.
 Aspice bis senos lactantis agmine cynos,
 Ætheria quos lapsa plaga Jovis ales aperto
 Turbabat cœlo ; nunc terras ordine longe
 Aut capere aut captas jam despectare videntur :

5. Give the English of the following detached sentences, explaining the constructions in the passages for translation : (a) Manet alta mente repostum judicium Paridis, spretæque injuria formæ ; (b) post mihi non simile pœna commissa luetis ; (c) vivoque sedilia saxo ; (d) curruque hæret resupinus inani ; (e) et silvis aptare habes et stringere remos ; (f) munera lætitiæque dii.

6. Translate into Latin : The rear-rank engage in battle with the enemy at dawn of day in unfavorable ground. He was desirous of a revolution. He took the city by storm and carried off hostages, and demanded satisfaction. They were encamped ten miles from his camp at the setting of the sun.

7. Give the first person singular of the future perfect active, also the supine and present infinitive of capio, attingo, orior, fio, divido, cogo, caveo, cognosco, metior, reperio.

8. Compare *celer, benevolus, senex, magnopere, diu*.

9. Parse the following words : *volebat, patiantur, didicis, sequitur, peteret, lacessere, obstringere, iturus nactus, tonsus*.

10. Give the genitive and dative singular of *Simois, Dido, Achilles, Abas, Ceres, Gyas* ; also the gender and genitive singular of *iter, mons, lapis, cardo, rus, ebu*.

11. Give the geographical positions of *Beneventum, Heraclea, Rhodanus, Eurotas, Tyre, Libya, Xanthus*.

Drawing.

Examiner, - - - MADAME CORNU.

1. At what stage should perspective and model drawing be taught ? Also when should definitions be introduced, and in what manner ?

2. In the earliest stages of progress what development should be the special care of the teacher ? Why should ruling not be allowed in free hand drawing ?

3. Draw some familiar object typical of the circle, ellipse and ovoid forms.

4. How many kinds of designing do you know ?

Make a design illustrating repetition about a centre using the lotus flower as unit.

5. Where do we get principles of practical design from ? State what you know of designing in countries where the Mohammedan religion prevails, and give any illustration.

French.

Examiner, - - - MADAME CORNU.

1. Donnez les règles sur la formation de l'adverbe ; exemples. Quelle est la position de l'adverbe ? Traduisez *sooner, later, too much, only, for, fear, so much*.

2. Nommez les pronoms employés comme *sujets, objets directs* et après une préposition. Faites cinq phrases contenant chacune un des pronoms *en, y, eux, se, on*.

3. Nommez quatre noms composés et mettez-les au pluriel. Quel est le genre du mot *personne* ?

4. Conjuguez le Présent de l'Indicatif de *prendre, se repentir, venir*, le Passé Indéfini négativement de *aller, tomber, dormir*.

5. Traduisez en français : Do not speak ill of one another. He feared to betray himself. What are you complaining about ? Have you ever seen a more beautiful picture ?

6. Traduisez un des passages suivants : The next day, the lion went to the spring, without ceasing, however, to watch his prisoner. On seeing him advancing his hand again to take his gun, he began to roar in a dreadful way. Scarcely had he taken a little water, when he hastened to take his place again by the side of the Hottentot.

These, said Mother Vert d'Eau, are the most vigorous ; they will help you in every kind of work, and will give you in strength what

they lack in skill. Those which you see and who follow them are taller, more skilful; they know how to milk, to pull the flax from the distaff, and will attend to all the work of the house.

7. Traduisez en anglais un des passages suivants :

Mozart reste plongé quelques moments dans de profondes réflexions; puis tout à coup demande une plume, de l'encre, du papier, et, malgré les remontrances de sa femme, il se met à écrire. Cette fougue de travail continua plusieurs jours.

Alors il arriva d'affreux malheurs, le froid et la dévastation privèrent l'armée de toutes ses ressources, la famine l'atteignit, et bientôt il fallut se retirer à travers un pays désert et des neiges sans fin.

Algebra.

Examiner, - - T. AINSLIE YOUNG, M.A.

1. Simplify (a) $\frac{x+a}{x-a} + \frac{x-a}{x+a} - \frac{2ax}{x^2-a^2}$

(b) $\left\{ \frac{x^4 - a^4}{(x-a)^2} \div \frac{x^2 + ax}{x-a} \right\} \times \frac{x^3 - a^2x^3}{x^3 + a^3} \div \left\{ \frac{x+a}{a-x} \right\}$

2. Solve (c) $\frac{2x+a}{3(x-a)} + \frac{3x-a}{2(x+a)} = 2\frac{1}{2}$

(d) $5x + 3y = 65$

$2y - z = 11$

$3x + 4z = 57$

3. Supposing that a cubic inch of gold weighs 20oz., and an equal bulk of silver weighs 12oz., and a lump composed of gold and silver weighs 32oz. less than if it were all gold, but 56oz. more than if it were all silver, what is its actual weight?

4. A and B buy a horse for £120. A can pay for it if B will advance half the money he has in his pocket, B can pay for it if A advance two-thirds of the money he has in his pocket. How much has each?

Geometry.

1. What are Postulates and Axioms? Distinguish between "The angle of a segment of a circle" and "The angle in a segment of a circle." Define:—"Square," "Gnomon," "Sector of a Circle."

2. If the square described on one of the sides of a triangle be equal to the square described on the other two sides of it, the angle contained by these two sides is a right angle.

3. Divide a given straight line into two parts, so that the rectangle contained by the whole and one of the parts may be equal to the square on the other part.

4. The angle at the centre of a circle is double the angle at the circumference on the same base, that is, on the same arc.

5. Show that any straight line, passing through the middle point of the diameter of a parallelogram, and terminated by two opposite sides, bisects the parallelogram.

*Botany.**Examiner,* - - REV. DEAN NORMAN.

1. Give the names, with explanation, of the various parts of a flower, and state the uses to a plant of its leaves, stalk, ovary, and root.

2. To what families and orders do the following plants belong:— Turnip, potato, butter-cup, daisy, cabbage, morning glory, clover, wild geranium, wood sorrel, and ground ivy? Explain the terms where necessary.

3. What are the principal divisions of fruits? What, strictly speaking, is a gooseberry and strawberry and a pine apple, a pear, a raspberry and a grape, in relation, in each case, to its proper plant?

4. What are the various ways in which seedlings are nourished in their early stage of growth?

5. Explain the difference between phœnogamous and cryptogamous plants, mentioning any sub-divisions or individual plants belonging to either series.

*Art of Teaching.**Examiner,* - - T. AINSLIE YOUNG, M.A.

1. What principles should guide one in classifying the pupils of a school?

2. How should you proceed with the classification on the first day you have charge of a school?

3. What ought proper school government to develop in the pupil? What are the elements of governing power?

4. Write a brief account of what are considered judicious punishments, giving some idea as to how they should be used.

5. Describe briefly the five General Class Methods.

Answer any three of the following questions:—

6. A class understands the simple rules very well and their usual applications. Give notes of a lesson by which you will make it understand questions of the following kind:—Divide \$10.40 among 5 men, 7 women and 14 boys, so that each woman may have $\frac{2}{3}$ of each man's share, and each boy $\frac{3}{4}$ of each woman's share.

7. If you found untruthfulness to prevail in a school under your charge, how would you undertake to correct the fault? What should you infer from the restlessness of a class you are teaching? What would you do with the restless class?

8. What are the chief points to be observed in teaching reading and spelling?

9. Describe what you would consider a proper method of questioning.

*Book-Keeping.**Examiner,* - - - - F. W. KELLEY, PH.D.

1. What is a Trial Balance, and how is it made out? If the Balance shows an equality on both sides of the Ledger, do any chances of error still remain?

2. State how you balance the goods account.
3. Explain how you would post the Cash Book.
4. At the debit of Discount acct. I have \$17 and at the credit \$28. Make out the acct. and balance it.
5. Journalize the following transactions :—
 - July 1. Bought of Jas. Black & Co. goods as per invoice on acct. \$600.
 - “ 2. Paid Jas. Black & Co. \$200 and granted note at 3 mos. for balance.
 - “ 3. Paid salaries \$100.
 - “ 4. Discounted Note No. 7 \$500 and paid into Union Bank less Discount \$8.
 - “ 5. Sold White & Son on acct. goods \$200.
 - “ 6. Received from White & Son, cash \$100.
 - “ “ I draw for my own expenses \$20.
6. In posting the entry of 5th July to the Ledger of acct. I enter it in mistake in the acct. of Jas. Black & Co. instead of White & Son. How would you put the error right ?

Geography.

Examiner, - - - - - F. W. KELLY, PH.D.

1. In a journey from Halifax to Vancouver over what *three* mountain ranges and *three* very large rivers, through what Provinces, Territories, and *three* large Cities, and along what three lines of railway would you pass ? (20)
2. Of each of the following rivers state, in tabular form, where it rises, flows, empties, and the main towns on its banks :—St. John, Hudson, Nile, Danube, Ganges. (20)
3. Draw a map of Quebec, between the Ottawa and the Saguenay, and place in their proper position, numbered—*two* lakes ; *two* mountain ranges ; a mountain peak ; *three* rivers flowing into the St. Lawrence from the southern watershed, and *two* from the northern ; *two* battlefields ; a summer resort ; the largest City ; the oldest City ; a town noted for the manufacture of *cottons*, one for *woollens*, one for *lumber*, one for *earthenware* (2) (Put explanation on the margin, as—10, Manchester, cottons).
4. Give the largest city in America, and state four reasons for its rapid growth. (5.)
5. Name two places where each of these is obtained in greatest quantities :—Coffee, coal, hides, wool, raw cotton. (5.)
6. Compare the continents of North and South America, and show five important correspondences, and five great differences. (10.)
7. When it is noon in Montreal (74° w.e.) what o'clock is it in London, G.B. ? In Chicago (Standard Time) ? State clearly how you ascertain it in each case. (5.)
8. Show by a diagram the zones on the earth's surface, with their width in degrees ; their boundaries ; the equator ; the ecliptic ; and the relative position of Montreal. (15.)

*English Literature and Composition.**Examiner* - - - - F. W. KELLEY, PH.D.

1. Combine these statements into (a) a simple sentence, (b) a complex sentence :

Along the La Plata are extensive plains.

They are crowned with grass.

These plains are called pampas.

Great herds of cattle roam over these plains.

Great herds of horses roam over them. (10.)

3. Write a ten-line paragraph for the "Witness" on a railway accident. (20.)

3. Give ten main events in the life of Sir Walter Scott. (10.)

4. What kind of a poem is the *Lady of the Lake* : What do you think was the object of Scott in writing it ? Mention three of your favorite passages. Quote any five consecutive lines in it. (10.)

5. Give a synopsis of Canto V. (20.)

5. Reproduce in your own words Scott's description of Ellen Douglas. (20.)

7. Show by the aid of a map ten of the most important places mentioned in the route of the Fiery Cross. (10.)

8. Give the derivation and exact meaning of quarry, precipice, woe *worth* the day, glaive, martial, sympathetic, turrets, canopy, earldom, enchantress. (10.)

9. (For Academy Candidates only.) A pupil desires to obtain the name of the greatest works in our Literature in (a) History, (b) Poetry, (c) the Drama, (d) Fiction, (e) Biography, what would you recommend as the best five in each of the departments ?

ACADEMY DIPLOMA.

*French.**Examiner*, - - - MADAME CORNU.

1. Comparez l'emploi de l'article défini en Français avec l'Anglais. Exemple.

2. Placez la préposition requise après les verbes : penser, entrer, répondre, convenir, se joindre.

3. Où se placent les adjectifs de couleur, de nationalité, bon, grand, magnifique, dur ? Exemples.

4. Mettez au pluriel les verbes suivants en ajoutant la traduction : Il craint, va-t'-en, je comprends ; Que tu couses, je courrai, elle s'est assise, tu bois, tu fais. Donnez la seconde personne pluriel du passé indéfini des verbes : mettre, parvenir, mourir, tendre, courir.

5. Quelles sont les trois règles générales sur l'accord du participe passé ? Expliquez le cas du part. passé des verbes pronominaux.

6. Traduisez en Anglais (from Molière) :

Oh ! que de paroles perdues ! Laissez là cette galère, et songez que le temps presse, et que vous courez risque de perdre votre fils.

Hélas ! mon pauvre maître, peut-être que je ne te verrai de ma vie, et qu' à l'heure que je parle on t'emmène esclave à Alger ! Mais le ciel me sera témoin que j'ai fait pour toi tout ce que j'ai pu, et que, si tu manques à être racheté, il n'en faut accuser que le peu d'amitié d'un frère.

7. Nommez les principaux auteurs du 17ème siècle et leur genre d'ouvrages.

8. Ecrivez un billet d'excuse pour une invitation à la campagne.

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to Dr. J. M. Harper, Box 305, Quebec, P.Q.]

MISCELLANEOUS.—The *Home, School and Nation*, an illustrated magazine of patriotism, is issued monthly under the auspices of the American Society of Patriotic Knowledge, at 93 Adams Street, Chicago, by the Clarendon Publishing Company. *The Haunted Fountain*, by Katharine S. Macquoid, is the latest novel issued from the press of William Bryce, Toronto, price 25 cents. *Wolfe and Montcalm*, one of the Canadian Series of Booklets, has been published by the Copp, Clark Company, Toronto. *A Memory of Acadia*, by H. L. Spencer, of St. John, N.B., and published by the McMillans, of New Brunswick, is a pretty booklet of eight poems—a sweet bouquet from the garden of a true poet's experience, which every true Canadian would like to have. "Enylla Allyne," Mr. Spencer's *nom de plume*, is a fame in itself in New Brunswick. *Massey's Illustrated* for May is excellent, considering the small annual subscription. *The School Times*, a school journal devoted to the interests of education in Manitoba and the North-West, is a well-conducted paper, and deserves to succeed. *British Federation* is a leaflet catechism issued by the Ottawa Branch of the Imperial Federation League. *The Coda*, a sheet with words and music appropriate for Arbor Day, can be obtained from Ginn & Co., Boston, price two cents per copy. *The American Journal of Archeology* and the *North American Review* have sent us their programme for the month, but copies of these periodicals have not been received. *The Arena*, the new magazine venture in Boston, is giving the most gratifying satisfaction to those concerned in its management. The Messrs. Ginn & Co. promise for May *From Colony to Commonwealth* and *Sidney's Defence of Poesy*, the one by Miss Nina M. Tiffany and the other by Professor Albert G. Cook, of Yale University.

STORIES OF NEW FRANCE, in two series, and published by Messrs. D. Lothrop & Co., Boston, and sold by F. E. Grafton & Sons, Montreal. The First Series of these sketches has been arranged by Miss Agnes M. Machar, a name known to every Canadian, and the Second Series by Mr. Thomas G. Marquis. The preface is written by Principal Grant, in which it is stated that the purpose of these

stories is to interest the more youthful of Canadian readers in the history of their country. It has been a hard up-hill fight with our *litterateurs* to excite Canadians in this direction. Goldwin Smith has spoken of the coldness with which our authors Canadian-born treat the writings of those who can only claim the country as the land of their adoption; and just as impatiently have many of these Canadian-born authors complained against the callousness of the reading public in Canada towards them and their works. Miss Machar, however, has had no reason to utter such a complaint. Her popularity as a writer has long been assured, and her name itself will no doubt secure a ready sale for this new venture of hers. The book will interest any reader, the one story being told in such a way as to encourage even the desultory reader to read the rest of them. Mr. Marquis, who, we take it, is a graduate of Queen's, is introduced in the preface as a "young writer who appropriately begins his literary career with these stories of his native land." No better book could be selected as a prize book for the class in Canadian history, or for the school library.

THE TEMPERANCE TEACHINGS OF SCIENCE, by A. B. Palmer, M.D., LL.D., of the University of Michigan, and published by Messrs. J. and A. McMillan, St. John, N.B. This book has been authorized by the Board of Education of New Brunswick, for use in the schools of that province. The book is both written and published in a very attractive style, and as a missionary against the terrible evils of intemperance, may fortify our boys and girls as they grow up to be men and women to resist the temptation by a moral effort, rendered all the stronger on account of their scientific knowledge of alcohol and its effects upon the system.

THE POCKET ATLAS AND GAZETTEER of the Dominion of Canada, by J. G. Bartholomew, F.R.S.E., F.R.G.S., edited by J. M. Harper, M.A., Ph.D., F.E.I.S., and published by Messrs. John Walker and Co., Farrington House, Warwick Lane, London, England. This is a companion volume to the *Pocket Gazetteer of the World*, issued by the same firm, and is expected to prove as useful to our business and professional men as well as those who hold positions in our public offices, as its predecessor volume. As the preface of the book says, the aim in compiling such a work has been to include every place likely to be enquired after, even down to the smallest hamlet, with a digest of the principal topographical, statistical, and railway information connected therewith. The maps, including the plans, of the chief cities, are thirty-six in number, prepared in the Bartholomews' best style, while the names contained in the Atlas are followed by index letters referring to the map, and the particular square on the map where they are to be found. Altogether it is to be hoped that the book will be found to be very useful as a ready-reference Gazetteer of our country.

Official Department.

Department of Public Instruction,

Quebec, 7th May, 1890.

Which day the quarterly meeting of the Protestant Committee of the Council of Public Instruction was held. Present: The Right Rev. James Williams, D.D., Lord Bishop of Quebec, in the chair; the Rev. John Cook, D.D., Sir William Dawson, C.M.G., LL.D., the Venerable Archdeacon Lindsay, M.A., R. W. Heneker, Esq., D.C.L., LL.D., G. L. Masten, Esq., the Rev. W. I. Shaw, LL.D., Dr. A. Cameron, M.P.P., A. W. Kneeland, Esq., M.A., Ph.D., E. J. Hemming, Esq., D.C.L., the Very Rev. Dean Norman, D.D., the Rev. George Cornish, LL.D., the Rev. George Weir, LL.D., R. J. Hewton, Esq.

The minutes of the previous meeting were read and confirmed.

The Secretary submitted the following correspondence and communications for the consideration of the Committee:—

1. From Miss Kate E. Wilson, Miss Helen Wood, Messrs. John M'Clumpha, J. Gammell, William Reilly, J. H. Keller, Henry H. Curtis, J. P. Arnold, and Adam J. Elliot, applying for diplomas under the Regulations of the Committee and submitting certificates.

The Committee agreed to recommend:—

- (a) That first-class Academy diplomas be granted to Miss Kate E. Wilson and Mr. Henry H. Curtis under Regulation 56.
- (b) That first-class Academy Diplomas be granted to John M'Clumpha and J. Gammell under Regulation 54, Section A.
- (c) That William Reilly be granted exemptions in all subjects of the examination for an Elementary Diploma except French, Physiology and Hygiene, Scripture History, and School Law.
- (d) That John Keller be granted exemptions from the following subjects in the examination for a Model School Diploma, namely:—Dictation, Grammar, English Literature, Geography, Euclid, Canadian and English History, and Latin.
- (e) That as it does not appear from the certificates submitted that Miss Helen M. Wood holds a diploma as a teacher granted by extra-provincial examiners, this Committee has no power under existing Regulations to grant the exemptions from examinations for a diploma.
- (f) Moved by the Dean of Quebec, seconded by Sir William Dawson: "That Mr. Arnold be held to be exempted from examination in those subjects in connection with which he brings certificates of having passed, and that he be invited to come up for examination in those other subjects required to obtain a diploma in this province."—Carried on division.

On motion of Rev. Dr. Shaw, seconded by the Very Rev. Dean Norman, it was resolved on division:

- (g) "That the Secretary be instructed to inform Mr. Adam J. Elliot that he is entitled under the Regulations of the Committee to exemptions in all subjects of the Intermediate Examinations of the Universities, in which he has passed first class.

Sir William Dawson gave notice of motion on the subject of recognizing evidence of high qualifications in special subjects taught in High Schools and Academies as entitling to special diplomas qualifying to teach in such subjects.

2. From certain school boards concerning the \$60,000 grant in connection with the Jesuits' Estates Act.

The communications were received and laid on the table.

3. The Sub-Committee on Legislation presented the following report:—

"The Sub-Committee on Legislation beg to report that several amendments were made during the last Session of the Legislature to the laws respecting Public Instruction.

"The most important were:—

"The restoration of clauses 1 to 5 inclusive of Chap. 15 of the Consolidated Statutes of Lower Canada, which were omitted from the Revised Statutes as 'effete';

"The restoration of the trust in relation to the Jesuits' Estates;

"The passage of what has been called the B.A. Bill, whereby candidates for the study of the legal, medical and notarial professions who possess the degrees of any British or Canadian University may enter on professional study without being obliged to pass a preliminary qualifying examination.

"There were other important amendments, some of which affect the privileges of minorities.

"The whole of the amendments will be found *in extenso* at pages 126 *et seq.* of the April number of the EDUCATIONAL RECORD, 1890.

"Respectfully submitted on behalf of the Sub-Committee,

"(Signed) R. W. HENEKER, *Chairman*,
"On the behalf of the Convener."

Moved by R. W. Heneker, seconded by Sir William Dawson, that the report of the Sub-Committee on Legislation be received, and that the said Commit' : be continued in office, Dr. Heneker Convener, with instructions to report at the next meeting the scope of the amendments referred to in the Report on Legislation and upon the communications from the school boards.—Carried.

4. The Committee agreed that Dr. Cook be permitted to enter the following protest concerning the amendments to the Jesuits' Estates Act referred to in the foregoing report.

[PROTEST.]

"I only wish to say, and, if permitted, to put on record, that having always considered the action of the Provincial Government

and Legislature, in what is known as the Jesuits' Estates Act, to be, both in the style and substance of the said Act, insulting to the Protestant inhabitants of the Province and of the Dominion, and to the Imperial Government itself, by introducing the will and law of a foreign power into a matter which concerned only the subjects of the Queen, and left to be regulated solely by British law and usage; and further, considering that the sum allotted to Protestants under the said Act, since whatever moral claim might be alleged to exist for the Jesuits, none such was or could be claimed for Protestants cannot be reasonably regarded as other than a bribe to induce acquiescence in such insult.

"I, for one, cannot consent in any form or way to the acceptance of it by this Committee.

"(Signed) JOHN. COOK."

The foregoing protest is endorsed by the Rev. Dr. Weir.

5. From Dr. Thornton, concerning the grant to the New Richmond Model School.

The Committee instructed the Secretary to inform Dr. Thornton that his representations would be taken into favorable consideration at the next distribution of grants

6. From Mr. A. Odell, concerning the grant to Suerbrooke Academy.

After explanations were given by the Inspector of Superior Schools, Mr. Hewton agreed to report upon the matter to the School Commissioners of Sherbrooke.

7. The Secretary reported that arrangements had been made to hold four Normal Institutes during the second and third weeks of July next, namely, at Inverness, Lennoxville, Cowansville, and Shawville. The authorities of Bishop's College have again kindly placed the College Buildings at our disposal for the Institute for the St. Francis District, at a nominal charge per head to cover the necessary expenses.

Hitherto the Lennoxville Institute has been the only one at which the teachers have paid their own expenses. The plan has worked so well at Lennoxville that we propose to adopt this plan at Cowansville this year with the expectation that all our Institutes will be conducted in this way in the near future. The programme for the Institutes will depend, in a measure, upon the result of the effort that is being made by the Provincial Association of Protestant Teachers to establish a Summer School for Teachers at Bishop's College, Lennoxville, during the month of July. If the Summer School is organized it will be conducted in connection with our Lennoxville Institute, and it will therefore affect our Institute programme to a certain extent. The Institutes will be conducted, as usual, by Dr. Robins, Professor Parmalee, Dr. Harper, and the English Secretary of the Department, and if the Summer School is held, additional assistance will be given by Inspector Taylor and Inspector Parker.

The report was received.

8. On the motion of Dr. Heneker, seconded by Archdeacon Lindsay, the following deputy-examiners were appointed for the examination under the Central Board of Examiners in July next.

LOCAL CENTRES.	DEPUTY EXAMINERS.	PLACE OF MEETING.
1. Aylmer.....	Rev. T. E. Cunningham..	Model School.
2. Gaspé Village....	Rev. J. P. Richmond....	School-room.
3. Huntingdon.....	Rev. James B. Muir....	Academy.
4. Inverness.....	Inspector Parker.....	Academy.
5. Lachute.....	Rev. Wm. Saunders.....	Academy.
6. Montreal.....	Dr. Kelley.....	High School.
7. New Carlisle.....	W. M. Sheppard.....	Court House.
8. Quebec.....	T. A. Young.....	High School.
9. Richmond.....	Rev. John McLeod.....	St. Francis College.
10. Shawville.....	Rev. Mr. Naylor.....	Academy
11. Sherbrooke.....	Inspector Hubbard.....	Ladies' Academy.
12. Stanstead.....	Inspector Thompson....	Wesleyan College.
13. Sweetsburg.....	Inspector Taylor.....	School-house.
14. Three Rivers.....	Alex. Houliston.....	Academy.
15. Waterloo.....	D. Darby.....	Academy.

The Secretary reported that he had arranged for the places of meeting as given in the foregoing table.

9. The following summary of Semi-Annual Financial Statement of the McGill Normal School and Model Schools, from the first of July to the thirty-first of December, 1889, was submitted for the information of the Committee :—

MCGILL NORMAL AND MODEL SCHOOLS IN ACCOUNT WITH THE
SUPERINTENDENT OF PUBLIC INSTRUCTION.

1889.	DR.	
July 1.	To Balance General Bank Account.....	\$ 1 46
	“ “ Model School Fees in Bank.....	6 23
	“ Amount of Cheques, Normal School Grant..	6,846 36
	“ Model School Fees received.....	1,263 75
	“ Interest Account.....	6 79
		\$8,124 59
	CR.	
	By Normal School Salaries.....	\$3,684 54
	“ Assistant Masters' Salaries.....	1,232 00
	“ Books and Stationery.....	539 35
	“ Light and Fuel.....	736 92
	“ Water Rates.....	69 33
	“ Contingencies.....	1,045 04
	“ Printing and Advertising.....	113 74
	“ Repairs.....	68 26
	“ Bursaries.....	350 00
	“ Balance General Bank Account.....	20 00
	“ “ in Savings Bank.....	235 41
		\$8,124 59

10. From the Rev. R. F. Taylor concerning the inspection of the Protestant Schools of Argenteuil.

On the motion of Sir William Dawson, it was resolved that the communication be referred to a sub-committee consisting of His Lordship the Chairman (Convener), Dr. Cook, Dr. Weir, and Dean Norman, with instructions to consider the whole question of the inspection of Protestant Schools, to confer with the Education Department, and to report to this Committee.

11. The Secretary presented the following financial statement of the Protestant Committee, which was received, examined and found correct:—

I. SUPERIOR EDUCATION FUND.

1890.	<i>Receipts.</i>	
May 8.	Interest on Marriage License Fund for six months ending 31st December, 1889.....	\$ 700 00
	Expenditure.....	00 00
		<hr/>
	Balance in hand.....	\$700 00

II. CONTINGENT FUND.

1889.	<i>Receipts.</i>	
Nov. 4.	Balance in hand.....	153 20
1890.	<i>Expenditure.</i>	
Feb. 4.	Salary of Inspector of Superior Schools to 31st Dec., 1889.....	\$125 00
	Salary of Secretary to 31st December, 1889.....	50 00
April 9.	Salary of Inspector of Superior Schools to 31st March, 1890.....	125 00
	Salary of Secretary to 31st March, 1890....	50 00
		<hr/>
	Total expenditure.....	\$350 00
	Amount overdrawn.....	196 80
		<hr/>
	Total balance in hand.....	<u>\$503 20</u>

Report of the Sub-Committee on Ways and Means.

The Sub-Committee beg to report that Dr. Heneker on their behalf waited on the Honorable the Superintendent, and drew his attention to the report presented by the sub-committee on the 6th of November, 1889, and requested that he would lose no time in drawing the attention of the Government to the absolute necessity of providing the Protestant Committee with means sufficient to carry on its work. The Honorable the Superintendent promised to place the matter before the Government at an early date, so that provision might be made at the ensuing session of the Legislature.

Respectfully submitted on behalf of the sub-committee,

(Signed)

J. W. QUEBEC,

Chairman.

The report was received and adopted. The sub-committee was continued with instructions to continue their labors and to report at next meeting of the Committee.

Report of the Sub-Committee on Text-Books.

1. The sub-committee begs leave to report that in the prosecution of its labors it has had the assistance of a large and representative sub-committee appointed by the Provincial Association of Protestant Teachers at the last Convention.

2. Several meetings, both with and without that committee, have been held, at which the whole subject of text-books has been carefully discussed, and all the most recently published books have been examined.

3. The sub-committee finds, in some instances, no suitable text-books available; in other instances, the use of two or more equally good books in a given subject has prevented the committee from carrying out the desirable policy of limiting the number to one book for each subject.

4. Sweeping changes have not been recommended, yet certain important additions to and eliminations from the old list have been found to be desirable.

5. The sub-committee is pleased to report that a revision of MacVicar's Primary Arithmetic, by which it will fill the requirements of the Elementary School Course; of the Intermediate Geography, by which the maps of Canada and Africa will be replaced by others showing the results of the latest discoveries; and possibly of Maclear's New and Old Testament Histories, by which the books will be rendered more attractive and useful by the addition of some colored maps, etc., has been secured, as well as an improvement in the Spencerian System of Copy-Books, which is recommended for use.

5. A French Reader more suitable for beginners in that language has been recommended in that of the Progressive French Reader, published by Drysdale & Co., of Montreal.

6. Your sub-committee finds that none of the English Readers now in use are fully satisfactory; yet cannot recommend any change at present, except that Book VI. of the Canadian Readers be dropped, as it is not in use.

7. The new maps to be added to Lovell's Geography will render that book less objectionable than formerly, although many teachers strongly object to the use of a Geographical Catechism. The Ontario High School Geography is recommended in place of the Advanced, which is out of print.

8. The Canadian Histories at present in use are condemned by nearly all our teachers, yet no better books can be found. It is hoped that a new one, about to be published in Ontario, may better supply the want.

9. A change in Drawing Books, which is considered to be of the greatest value to our young people, is recommended, viz.: The Dominion Freehand Drawing Books, to take the place of both series now in use.

These books are published in this province, and are prepared with

the greatest skill and care ; are self explanatory, thus rendering the use of manuals unnecessary, and are sold at the very reasonable price of ten cents. Copies will be laid before you.

10. The Committee recommends "The Beginners' Latin Book" to take the place of "Bryce's First Book," for junior, and "Allen and Greenough's Latin Grammar," for senior classes. These books are very highly recommended by those acquainted with them. "Easy Latin Prose Exercises" is also recommended for Academies, as well as "Goodwin's Greek Grammar.

11. The Sub-Committee recommends that "Collier's History of England," for junior classes, and "Taylor's Modern History" be the text-books in these two branches of History.

12. "Spottan's High School Botany," a Canadian publication, may well take the place of Gray's texts. It is highly recommended by local authorities.

13. "Mrs. Hunt's Hygiene for Young People," and the revised edition of "Cutter's Physiology and Hygiene" are considered the best available books in this branch.

14. The "Common School Song Reader" is recommended to be added to the list of music books.

15. "Meiklejohn's English Grammar" having been adopted by the Board of University Examiners for the A. A. Examinations, the Sub-Committee recommends it for Academy grades, and the first part for Elementary and Model grades. Arrangements have been made by which copies of the "Citizen Reader," a book designed to develop the spirit of patriotism in our youth, will be distributed as prizes in the schools.

16. The completed list, as laid before you for adoption, has been divided for convenience into three parts :—Those for elementary and model schools, those for academies, and, lastly, those for teachers' use alone.

To this list a miscellaneous list has been added, which, it is hoped, may be of some use to teachers.

The whole respectfully submitted.

(Signed) A. W. KNEELAND, *Chairman.*
G. L. MASTEN.

Moved by Dr. Kneeland, seconded by Mr Masten, that the list of text-books herewith submitted, be authorized, and that it be published with the statement that any changes therein indicated shall take effect on July first, 1891. (Carried.)

From the Provincial Association of Protestant Teachers concerning amendments to the Course of study.

On the motion of Mr. Hewton, seconded by Dr. Cornish, The Course of Study for Protestant Model Schools and Academies was amended and adopted in the following form :—

[*The course of Study and list of text-books will appear in the next number.*]

Sir William Dawson reported from the sub-committee on Course of Study that the recommendation of the Association of Protestant Teachers with reference to the preliminary examination for the A. A., had been transmitted to the University Examiners for their opinion as to the best mode of carrying out the same, and beg to submit the following resolution from that Body :—

“That with reference to the suggestion of the Academy Teachers that the Preliminary Examinations may be taken in the previous year to the examination for A. A., it is agreed that the examiners will recommend to the Universities to accept for the preliminary a certificate of passing in all the subjects of the Academy Course, Grade II., provided that the papers set in the preliminary subjects be identical with those in the University Examinations in these subjects.

It is, however, suggested that it would be desirable that the Protestant Committee should appoint three examiners for the subjects in Grade II.

That the Chairman and Rev. Dean Norman be a committee to confer with the Protestant Committee on the subject and to report to the Universities and to the examiners.

The sub-committee would ask that it be continued with instructions to make arrangements to carry out the plan proposed, and report to next meeting, and if necessary to make announcement of the same as soon as these can be perfected.

The report was adopted, and the sub-committee continued.

The Rev. Dr. Cornish having tendered his resignation as a member of the Central Board of Examiners, it was moved by the Dean of Quebec, seconded by Dr. Hemming and resolved :

“That this Committee accepts with regret the resignation of Dr. Cornish of his position on the Central Board of Examiners, and desires to tender him a cordial vote of thanks for his valuable and faithful services during the past twenty-five years in connection with the examination of teachers.”

Moved by the Dean of Quebec, seconded by Sir William Dawson, and resolved : “That the name of Miss Nannie E. Green, Professor of Drawing in the McGill Normal School, be recommended to the Lieutenant Governor in Council for the vacancy on the Central Board.”

Moved by Mr. Masten, seconded by Mr. Hewton, and resolved : “That \$200 be given out of the sum appropriated for Superior Education, for paying assistants to aid, under the direction of the Inspector, in the examination of the papers of Superior Schools, with the exception of Grade III. of Academies, in order to have the results submitted to the schools before the fifteenth of August, and that the appointment of the assistant examiners be referred to a sub-committee consisting of the mover and seconder, the Chairman (Convener) and the Dean of Quebec.

The Inspector of Superior Schools was then requested to appear

before the Committee and submit his report of the inspection of schools. The report was received.

On the motion of Rev. Dr. Cornish, seconded by Dr. Cameron, it was resolved: "That a sub-committee consisting of the Dean of Quebec and Dr. Weir, be appointed to supervise the printing of the amended Course of Study and the amendments to the Regulations and Syllabus of Examinations for Teachers' Diplomas consequent upon these amendments and the changes in reference to the A.A. Examination.

The Venerable Archdeacon Lindsay presented on behalf of the Standing Sub-Committee on Elementary Schools the following report which was received and the sub-committee continued:—

The Sub-Committee on Elementary Schools.

The Sub-Committee has been deeply impressed with the separation which seems to exist between the Protestant Committee of the Council of Public Instruction and the Elementary Schools. So far as they can discover, the whole work of the management of Elementary Schools has been left to the Secretary and the Inspectors, which, no doubt, has been most carefully done. Nevertheless, we are convinced that the Elementary Schools, forming as they do the foundation of any successful system of national education, should receive more consideration and come more regularly under the care of the Protestant Committee. Some reasons may exist why Superior Education has so completely occupied the time of the Protestant Committee. It has had a fund to administer for Superior Education, and has been led to make certain regulations in the case of Academies and Model Schools by which the advantages of that fund could be obtained, and so has brought about a close relationship between such institutions and the Protestant Committee. Between the Elementary Schools and the Protestant Committee no such tie exists. The assistance Elementary Schools derive is a matter of municipal law, and they are without the inducements of extra exertions, which would most certainly be made in many localities if such efforts were recognized and encouraged by some defined system of assistance from the Protestant Committee. The Elementary Schools are in places known to members of the Sub-Committee most deplorable as regards the buildings, sanitary arrangements, appliances for teaching; the teachers, mostly able and faithful, but wretchedly underpaid, and unless some steps are taken to impress school commissioners with the possibility of a better state of things, Superior Education will suffer, and be retarded by the lack of the due preparation which well conducted Elementary Schools should provide. The Sub-Committee has great respect for the able body of men engaged as Inspectors of Elementary Schools, and would suggest that they be invited to report, severally or unitedly, on the present state of Elementary Schools, the stipend of the teachers, etc., in what way Elementary Schools could be made more efficient, and brought

more in accordance with the Regulations of the Code of Public Instruction. Such a report would form a trustworthy document upon which the Protestant Committee could reasonably act. They regard this as the first work to be done, as, without such information as this report should convey, the Protestant Committee would be at a loss to proceed. The Sub-Committee are agreed in recommending that a sum of money should be at the disposal of the Protestant Committee for the purpose of making grants to the Elementary Schools in the same way as they are now made to Academies and Model Schools. This would bring the Committee into direct communication with the most important sphere of national education. The Sub-Committee think that a fund should be placed at the disposal of the Protestant Committee, to be applied to that purpose, and that application should be made to the Government for such an appropriation as may be required. The Sub-Committee are deeply impressed with the needs of Elementary Education in the country, and that it demands from the Protestant Committee, equal, if not more consideration than Superior Education, and they are persuaded that the remotest and poorest districts would be encouraged to make exertions for the improvement of their Elementary Schools, if they knew that in so doing they would be sustained by the sympathetic care and assistance of the Protestant Committee.

(Signed)	DAVID LINDSAY,
"	WM. SHAW,
"	G. L. MASTEN,
"	A. W. KNEELAND,
"	R. J. HEWTON.

The Sub-Committee on Normal School Repairs presented a memorial from the Normal School Committee concerning repairs and additions to the Normal School building.

Moved by Sir William Dawson, seconded by Dr. Heneker, and resolved:—

"That this Committee concurs in the requests of the Normal School Committee and the Corporation of McGill University with reference to the repairs and extension of the McGill Normal School and Model Schools, and would earnestly commend the matter to the favorable attention of the honorable the Superintendent of Education and the Government. That the Sub-Committee be continued with the addition of the Very Rev. Dean Norman, and be requested to call the attention of the Government to the matter."

The Committee agreed that Dr. Shaw's notice of motion should stand over until the next meeting.

There being no further business, the Committee adjourned, to meet on the last Wednesday of September, or earlier on the call of the Chairman.

ELSON I. REXFORD,
Secretary.